

## KELLETT ELEMENTARY

500 Adams Street  
Seneca, SC 29678

**GRADES** PK-5 Elementary School

**ENROLLMENT** 351 Students

**PRINCIPAL** Mrs. Earnestine Williams 864-885-5036

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

**Excellent****Good****Average****Below Average****Unsatisfactory**

2

40

54

5

0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Unsatisfactory	Yes

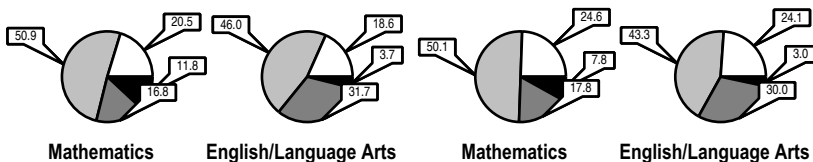
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	169	100.0	18.6	46.0	31.7	3.7	47.2	Yes	Yes
<b>Gender</b>									
Male	89	100.0	26.7	45.3	26.7	1.2	34.9		
Female	80	100.0	9.3	46.7	37.3	6.7	61.3		
<b>Racial/Ethnic Group</b>									
White	78	100.0	11.0	45.2	38.4	5.5	54.8	Yes	Yes
African-American	84	100.0	25.6	46.3	25.6	2.4	40.2	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	135	100.0	18.0	40.6	36.7	4.7	53.9		
Disabled	34	100.0	21.2	66.7	12.1	0.0	21.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	169	100.0	18.6	46.0	31.7	3.7	47.2		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	168	100.0	18.1	46.3	31.9	3.8	47.5		
<b>Socio-Economic Status</b>									
Subsidized meals	124	100.0	22.0	48.3	26.3	3.4	42.4	Yes	Yes
Full-pay meals	44	100.0	9.3	39.5	46.5	4.7	60.5		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	169	100.0	20.5	50.9	16.8	11.8	39.8	Yes	Yes
<b>Gender</b>									
Male	89	100.0	23.3	48.8	17.4	10.5	36.0		
Female	80	100.0	17.3	53.3	16.0	13.3	44.0		
<b>Racial/Ethnic Group</b>									
White	78	100.0	11.0	49.3	20.5	19.2	58.9	Yes	Yes
African-American	84	100.0	29.3	51.2	14.6	4.9	24.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	135	100.0	22.7	45.3	18.0	14.1	43.0		
Disabled	34	100.0	12.1	72.7	12.1	3.0	27.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	169	100.0	20.5	50.9	16.8	11.8	39.8		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	168	100.0	20.6	50.6	16.9	11.9	40.0		
<b>Socio-Economic Status</b>									
Subsidized meals	124	100.0	25.4	54.2	14.4	5.9	33.1	Yes	Yes
Full-pay meals	44	100.0	7.0	41.9	23.3	27.9	58.1		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	54	100.0	24.0	40.0	36.0	N/A	36.0
	<b>Grade 4</b>	60	100.0	20.0	52.7	27.3	N/A	27.3
	<b>Grade 5</b>	62	100.0	30.9	56.4	12.7	N/A	12.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	50	100.0	4.1	36.7	53.1	6.1	59.2
	<b>Grade 4</b>	56	100.0	21.8	50.9	23.6	3.6	27.3
	<b>Grade 5</b>	63	100.0	29.0	51.6	17.7	1.6	19.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	54	100.0	26.0	50.0	18.0	6.0	24.0
	<b>Grade 4</b>	60	100.0	25.5	47.3	20.0	7.3	27.3
	<b>Grade 5</b>	62	100.0	21.8	60.0	14.5	3.6	18.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	50	100.0	4.1	63.3	24.5	8.2	32.7
	<b>Grade 4</b>	56	100.0	30.9	45.5	9.1	14.5	23.6
	<b>Grade 5</b>	63	100.0	27.4	48.4	12.9	11.3	24.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 351)				
First graders who attended full-day kindergarten	17.5%	N/C	100.0%	100.0%
Retention rate	1.8%	Down from 3.0%	3.5%	2.7%
Attendance rate	96.6%	Up from 96.5%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.7%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.5%		3.5%	3.5%
Eligible for gifted and talented	9.2%	Up from 5.4%	11.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.5%	Down from 11.1%	8.9%	8.2%
Older than usual for grade	0.0%	N/A	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	45.5%	Up from 41.2%	47.6%	51.4%
Continuing contract teachers	93.9%	Up from 85.3%	88.1%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	3.1%		0.0%	0.0%
Teachers returning from previous year	93.4%	Up from 91.2%	86.4%	86.7%
Teacher attendance rate	95.2%	Down from 97.1%	94.6%	94.9%
Average teacher salary	\$39,034	Up 4.5%	\$39,961	\$40,760
Prof. development days/teacher	15.4 days	Up from 11.5 days	12.9 days	12.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.2 to 1	18.5 to 1	18.9 to 1
Prime instructional time	89.2%	Down from 91.5%	89.5%	90.0%
Dollars spent per pupil*	\$6,961	Up 14.2%	\$6,029	\$6,044
Percent of expenditures for teacher salaries*	64.6%	Up from 57.4%	65.7%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.0%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

J.N. Kellett has put into practice many exciting and valuable experiences to raise the academic levels of all children. We want to share many of the plans that were implemented during the 2003-04 school year to continue to meet the high standards set for the teachers and students.

Many factors entered into the success of 2003-04 for Kellett. Student attendance was higher than the state average. A significant decrease in discipline referrals occurred from the end of the 2002-03 school year to the end of the 2003-04 school year. The Volunteer Program continued to grow in numbers with fifty-five volunteers serving one hundred sixty-five children once every week. The student/teacher class ratio in grades K5-5th averaged 18:1, and the ratio in first grade averaged 14:1. A K4 program with a morning class and an afternoon class was housed at Kellett for the first time in many years. Each class was filled to capacity at twenty students with a total of forty K4 students. A full time National Board Certified teacher and full time paraprofessional came as a part of the program. It was a great addition to the school.

Many school-wide events were planned for Kellett students where the Standards were woven into the theme of each event: Heritage Day, Science Fair, Fine Arts Day, Field Day, and Multicultural Day. An artist-in-residence spent time teaching the students about puppets. He was a professional puppeteer. Professional Development was provided on the Kellett campus in the areas of school-wide discipline and reading strategies. District wide professional development was provided in a variety of areas. Several Kellett teachers and the Media Specialist presented at the Fall District In Service on the benefits of Accelerated Reader. Kellett had seven teachers who achieved Model Classroom status this year through the Reading Renaissance program, of which Accelerated Reader is a part. There were 63,000 books checked out, and students earned 25,000 Accelerated Reader points.

Clemson University and Southern Wesleyan University placed many students at Kellett Elementary for student teaching, pre-service observations, and various junior and senior-level education course-required assignments. Kellett provided an after-school program year-round through a partnership with Communities in Schools.

Students in this program were able to stay after school to complete homework and enjoy enriching activities until 6:00 p.m. each day Monday-Friday. An all-day program is also provided during the summer months. A Faculty Advisory Team was initiated this year with representatives from most of Kellett's grade levels along with special area representation. Its goal was to study the process of site-based management. A district official met with the Team each month. Remediation strategies for Below Basic math students in grades 3-5 were taught by the computer Math Lab teacher in small groups each day. Remediation strategies for Below Basic English Language Arts students in grades 3-5 and at-risk second grade readers were taught in an after-school program targeting specific ELA weaknesses. Kellett offered after-school clubs in PE, Music-Drama, Reading, Karate, and Math. We feel fortunate to be able to work with your child at Kellett Elementary. Together we are a team that can make a difference!

Earnestine Williams, Principal  
Council

Rebecca Evans, Chair, School Improvement

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	28	55	23
<b>Percent satisfied with learning environment</b>	96.4%	89.1%	87.0%
<b>Percent satisfied with social and physical environment</b>	96.4%	87.3%	87.0%
<b>Percent satisfied with home-school relations</b>	53.6%	85.2%	87.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.